Setting the Stage for Ghost Detective

Lesson Designer: Jim Parks Class: Advanced Technical Theater

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| **Stage 1 – Desired Results** | |
| **Common Core/NC Essential Standard(s):**  **A.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.**  **Supporting Standards**  **Reading - Key Ideas and Details** (ELA Anchor - Grades K-12)  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific  textual evidence when writing or speaking to support conclusions drawn from the text.  **Writing - Text Types and Purposes** (ELA Anchor - Grades K-12)  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and  relevant and sufficient evidence.  **Writing - Research to Build and Present Knowledge** (ELA Anchor - Grades K-12)  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation.  **Other Related Common Core State Standards:**  **Reading Standards for Literacy in Science and Technical Subjects - Integration of Knowledge and Ideas**  (Literacy - Grades 11-12)  7. Integrate and evaluate multiple sources of Information presented in diverse formats and media (e.g.,  quantitative data, video, multimedia) in order to address a question or solve a problem.  **Reading Standards for Literacy in Science and Technical Subjects - Range of Reading and Level of Text**  **Complexity** (Literacy - Grades 11-12)  10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. | |
| **Understanding (s)/goals:**  Students will understand that: Sound, Music, and Lightning enhance the audience’s perception of mood, tone, and setting. | **Essential Question(s):**  How do sound and music create suspense and mystery?  How does lightning create apprehension and fear?  How does a designer make choices that enhance the director’s vision? |
| **Student objectives (outcomes):**  *Students will know:* Students will know that sound, music, and light combine to communicate the director’s vision for a performance.  *Students will be able to:*  Edit sound and music cues utilizing Audacity software.  Create a lighting plot selecting appropriate instruments and gel.  Defend design choices using explicit examples from the text. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):**  Select 3 sound cues  Select 3 songs  Design light palette  Defend design choices | **Other Evidence:**  Students using Audacity Software to edit sound and music  Students selection of lighting instruments  Students written justification for choices  Students correctly transferring sound and music cues to cd and/or thumb drive |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**  Students are in charge of creating the mood and setting for an audience attended production of Ghost Detective.by Billy St. John.  a. Read Ghost Detective for the purpose of determining mood genre.  b. Select 3 samples of background music and 3 sound effects that would help to create the mood, style, and tone of the play.  c. Design the lighting system that will best recreate the time period, as well as style and tone of the play.  d. Prepare to defend the artistic reasoning behind your music and lighting selections with excerpts from the play.  Students will complete the research for sound and music cues utilizing internet resources.  Students will use Audacity to edit these cues.  Students will complete the graphic organizer attached to indicate their design selections and justifications. The lighting plot will be drawn onto the back side of the graphic organizer. | |

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Sound/Music/Lighting Performance Task

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| Name: | Class Period: | Date: |

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| Criteria | Description | Justification |
| Sound Cue #1 |  |  |
| Sound Cue #2 |  |  |
| Sound Cue #3 |  |  |
| Song #1 |  |  |
| Song #2 |  |  |
| Song #3 |  |  |
| Light Plot attached to back of this Page |  |  |

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| **Criteria for Student Learning** | | **Yes/Complete** | **In part/Almost** | **Not yet** |
| 1. | **Sound effect selection and defense is appropriate to play.** | Novel selection is appropriate and student has read novel previously. | Novel selection is appropriate but student is not familiar with the novel. | Novel selection does not adhere to prompt guidelines. |
| 2. | **Music selection and defense is appropriate to play.** | The three songs selected for background music set the right tone; excerpts from the novel are provided to defend song selections. | Only one or two of the songs selected for background music set the right tone; excerpts from the novel are provided to defend some, but not all of the song selections. | None of the songs selected for background music set the right tone; excerpts from the novel are not provided to defend song selections, or student has misinterpreted tone of novel. |
| 3. | **Lighting design and defense is appropriate to play.** | The lighting design creates the mood that is appropriate to the time period and style of the novel; multiple excerpts from the novel are provided to defend lighting design. | The lighting design is not complete but what has been done reflects the mood that is appropriate to the time period and style of the novel; some excerpts from the novel are provided to defend lighting design. | The lighting design does not create appropriate mood of the novel; excerpts from the novel are not provided to defend lighting design, or student has misinterpreted time period and style of novel. |